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Specific directions are given for "how to begin" the daily routine of the nurse and assistants, and her duties in class inspection, special examinations, and home-visiting. The author carries out the handbook idea in chapter iv by publishing many pages of specific rules and regulations for the guidance of medical and dental inspectors and nurses. The issue that has arisen over the administration of medical and dental inspection of schools—whether it shall be by the board of health or by the board of education—is debated in chapter v, the position being taken that the board of education is the proper agency for school health control. Specific suggestions are made for state regulations of such auxiliary school work, which should be of great value to legislative communities and those interested in propagating the movement. Specific directions for the formation of little mothers' classes and school baby clinics are presented in chapter vii, and open-air schools in chapter viii. The discussion of specific diseases in chapter ix contains a detailed manual of suggestions for diagnosis and treatment, as far as these are proper functions of the school nurse. Tuberculosis and the organization of anti-tuberculosis work in the public schools, derangements of nutrition, large tonsils and adenoids, defective hearing and vision, dental caries and school dental clinics are presented with an emphasis upon a practical application of principles which will be helpful to the nurse. The book closes with a discussion of the qualifications, habits, and ideals of the school nurse. The appendix contains a complete system of reports and records for a department of medical inspection in a city school system.

CURTIS, H. S., *The Play Movement and Its Significance*. New York: Macmillan, 1917. Pp. xv+346. \$1.50.

The remarkable changes in social and economic life which have been typified by the disappearance of child work, the increased congestion in cities, the rapid overburdening of the nervous system, and the constant lowering of the physical vitality of the race have resulted in a definite demand for the organized treatment of the physical building up of men in their leisure time.

If the tendencies which were ushered in with the coming of the public school, the age of machines, and the concentration of people in great cities were to go on for a generation or two more, it would mean the elimination of the race. It is absolutely essential that we should surround our children by more wholesome conditions, that we should give to them a more stable nervous system and a more robust physique than the average school child of today possesses.

Dr. Curtis' *The Play Movement and Its Significance*, from which the foregoing quotation is taken, is an attempt to give superintendents of schools, social workers, mothers' clubs, and playground commissions that information on the play movement which will be most helpful to them.

The word "play" has been used in its broadest sense, as the effort has been to give a general picture of those movements which mean a better utilization of leisure time and an increase in the joy of life. Its main emphasis has been upon the play of children, but it deals also to a less degree with recreation for adults. It aims to show the place of school playgrounds, the municipal playground, the park, and various commercial forms of recreation in a general scheme for a city.

As was the case with nearly every extra-traditional curricular activity that has eventually tied up with the public schools, the play movement in the United States started through private endeavor and financial support. The author gives a brief sketch of this movement and points out the fivefold aspect of its development. He says that there are five play movements: first, the movement to provide a place for play where children can go in their leisure time; second, the attempt to put organized play into the program of the public schools; third, the movement to furnish an adequate opportunity for an outdoor life and play for children below the school age; fourth, the movement for public recreation; and fifth, the distinct movement for the development of the spirit of play.

The author builds upon his previous book, *Education through Play*, and gives first an abbreviated discussion of the essential principles which were developed there. He has based his discussion and criticism of the attempts of the school in this direction on three desiderata: (1) adequate playgrounds, (2) adequate time for play, (3) adequate supervision. He particularizes the general discussion by a detailed presentation of the Gary plan of organized school play which has been so successful.

The book is not merely a general sketch of the movement, and, while it is not proper to characterize it as a manual of instruction for those who are organizing play work, it does illustrate each aspect of the work by detailed discussions of the carrying on of organized recreational facilities in many cities. The book is characterized by an intelligent recognition of the needs of city people for play, and is filled from cover to cover with definite concrete suggestions concerning what to do and how to do it. Not the least practical of its chapters is the one which gives a very good discussion of the organization of play activities in institutions for the blind, the deaf, the feeble-minded, and the insane, industrial schools, reformatories, penitentiaries, sanitaria, and hospitals.

Second and Third Annual Reports of the Bureau of Educational Measurements and Standards, State Normal School, Emporia, Kansas. W. S. Monroe.

A report for 1915-16 and 1916-17, showing the activities of this bureau in distributing tests to school men in the state of Kansas, giving tests, and compiling results in the form of city averages for achievement in the various subjects. The subjects of study included are arithmetic, spelling, silent reading, visual vocabulary, handwriting, and algebra. This material has been elaborated and included in the book *Educational Tests and Measurements* by Monroe, De Voss, and Kelly, Houghton Mifflin Co., Boston.

Negro Education. Thomas J. Jones, editor: Bulletins Nos. 38 and 39, United States Bureau of Education.

Both devoted to a study of private and higher schools for the colored people of the United States. Vol. I (400 pages): various phases of negro education.